

# Orangeburg 5 School District

578 Ellis Avenue  
Orangeburg, SC 29115

**Grades** PK-12

**Enrollment** 6,970 Students

**Superintendent** Melvin Smoak 803-534-5454

**Board Chair** Kalu Kalu 803-534-5454

**Fiscal Authority** District Board/County Board/Referendum

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	10	1

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Average	Good	No
<b>2004</b>	Average	Average	No
<b>2005</b>	Average	Unsatisfactory	No

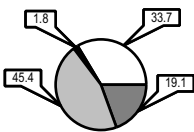
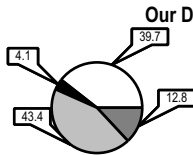
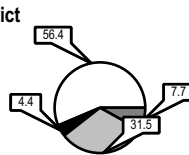
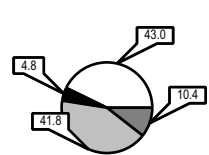
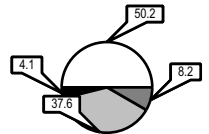
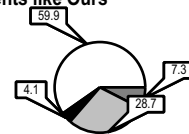
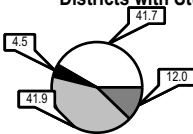
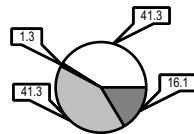
**DEFINITIONS OF DISTRICT RATING TERMS**

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Districts with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our District</b>			<b>Districts with Students like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed both subtests</b>	71.1	50.4	N/A	64.1	55.6	N/A
<b>Passed 1 subtest</b>	15.9	18.5	N/A	17.5	20.3	N/A
<b>Passed no subtests</b>	13.0	31.1	N/A	18.4	24.2	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP\***

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	6.0	5.1
<b>Seniors who met the SAT/ACT requirement</b>	7.9	5.4
<b>Seniors who met the grade point average</b>	38.6	32.5

\*Using only the SAT/ACT and grade point average requirements

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	3,256	98.9	33.2	45.9	19.1	1.8	21.0
<b>Gender</b>							
Male	1,667	98.7	39.3	45.2	14.7	0.8	15.5
Female	1,589	99.1	26.9	46.5	23.7	2.9	26.6
<b>Racial/Ethnic Group</b>							
White	264	98.0	16.9	45.3	34.3	3.4	37.7
African American	2,944	99.0	34.6	46.0	17.7	1.7	19.4
Asian/Pacific Islander	20	95.0	12.5	56.3	25.0	6.3	31.3
Hispanic	21	100.0	45.0	35.0	20.0	0.0	20.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	2,745	99.2	30.3	47.2	20.5	2.0	22.5
Disabled	511	97.1	48.8	38.7	11.9	0.6	12.5
<b>Migrant Status</b>							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	3,252	98.9	33.2	45.9	19.1	1.8	21.0
<b>English Proficiency</b>							
Limited English Proficient	17	94.1	40.0	60.0	0.0	0.0	0.0
Non-Limited English Proficient	3,239	98.9	33.2	45.8	19.2	1.8	21.1
<b>Socio-Economic Status</b>							
Subsidized meals	2,686	98.9	36.2	45.9	16.7	1.2	17.9
Full-pay meals	566	99.1	18.7	45.6	31.0	4.7	35.8

<b>Mathematics</b>							
All Students	3,256	99.0	39.3	43.7	12.9	4.1	17.0
<b>Gender</b>							
Male	1,667	98.8	42.1	42.4	11.7	3.8	15.5
Female	1,589	99.2	36.0	44.9	14.1	4.5	18.7
<b>Racial/Ethnic Group</b>							
White	264	98.9	23.6	50.6	18.1	7.6	25.7
African American	2,944	99.1	40.8	43.2	12.2	3.7	15.9
Asian/Pacific Islander	20	100.0	12.5	43.8	31.3	12.5	43.8
Hispanic	21	100.0	45.0	20.0	25.0	10.0	35.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	2,745	99.3	35.4	45.1	14.6	4.8	19.4
Disabled	511	97.7	60.1	35.6	3.9	0.4	4.3
<b>Migrant Status</b>							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	3,252	99.0	39.3	43.7	12.9	4.1	17.0
<b>English Proficiency</b>							
Limited English Proficient	17	100.0	46.7	20.0	26.7	6.7	33.3
Non-Limited English Proficient	3,239	99.0	39.3	43.8	12.8	4.1	16.9
<b>Socio-Economic Status</b>							
Subsidized meals	2,686	99.1	42.5	43.0	11.6	2.9	14.5
Full-pay meals	546	99.1	24.0	46.8	19.1	10.2	29.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	3,256	99.0	56.1	31.6	7.8	4.5	12.3
<b>Gender</b>							
Male	1,667	98.8	59.7	28.3	7.8	4.2	11.9
Female	1,589	99.1	52.4	35.0	7.8	4.8	12.6
<b>Racial/Ethnic Group</b>							
White	264	98.5	36.0	36.9	14.4	12.7	27.1
African American	2,944	99.1	58.0	31.2	7.1	3.7	10.8
Asian/Pacific Islander	20	90.0	40.0	26.7	20.0	13.3	33.3
Hispanic	21	100.0	45.0	35.0	15.0	5.0	20.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	2,745	99.2	51.0	34.8	9.1	5.1	14.2
Disabled	511	97.5	83.4	14.6	0.9	1.1	1.9
<b>Migrant Status</b>							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	3,252	99.0	56.2	31.6	7.8	4.5	12.2
<b>English Proficiency</b>							
Limited English Proficient	17	94.1	66.7	33.3	0.0	0.0	0.0
Non-Limited English Proficient	3,239	99.0	56.1	31.6	7.8	4.5	12.3
<b>Socio-Economic Status</b>							
Subsidized meals	2,686	99.0	59.7	30.4	6.9	3.1	10.0
Full-pay meals	546	98.9	39.0	37.8	12.2	11.0	23.2
<b>Social Studies</b>							
All Students	3,256	98.9	42.6	42.1	10.4	4.9	15.3
<b>Gender</b>							
Male	1,667	98.7	44.6	41.3	9.6	4.5	14.1
Female	1,589	99.1	40.5	42.9	11.4	5.3	16.6
<b>Racial/Ethnic Group</b>							
White	264	98.5	30.5	43.6	17.8	8.1	25.8
African American	2,944	99.0	43.8	41.9	9.7	4.6	14.3
Asian/Pacific Islander	20	90.0	6.7	60.0	26.7	6.7	33.3
Hispanic	21	100.0	40.0	40.0	15.0	5.0	20.0
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	2,745	99.2	37.8	44.6	11.9	5.7	17.6
Disabled	511	97.3	68.3	28.4	2.6	0.6	3.2
<b>Migrant Status</b>							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	3,252	98.9	42.6	42.1	10.5	4.9	15.4
<b>English Proficiency</b>							
Limited English Proficient	17	94.1	46.7	40.0	13.3	0.0	13.3
Non-Limited English Proficient	3,239	98.9	42.5	42.1	10.4	4.9	15.3
<b>Socio-Economic Status</b>							
Subsidized meals	2,686	99.0	45.8	41.6	8.9	3.7	12.5
Full-pay meals	546	98.9	26.8	44.3	18.1	10.8	28.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	519	99.0	21.2	38.5	34.0	6.2	40.3
	4	506	99.6	28.8	46.5	24.5	0.2	24.7
	5	516	99.8	26.2	56.9	16.3	0.6	16.9
	6	565	98.2	49.9	37.3	11.9	0.9	12.8
	7	577	98.1	40.3	50.5	8.8	0.4	9.2
	8	529	97.5	41.1	46.9	11.9	0.2	12.1
2005	3	522	99.0	15.9	35.1	42.9	6.1	49.0
	4	532	99.3	26.4	54.2	19.2	0.2	19.4
	5	514	98.8	33.3	48.0	18.3	0.4	18.8
	6	552	99.1	42.4	38.7	15.8	3.1	18.9
	7	581	98.5	40.8	48.3	10.6	0.4	11.0
	8	555	98.6	36.9	51.3	10.8	1.0	11.8
<b>Mathematics</b>								
2004	3	519	99.2	25.4	59.4	13.6	1.6	15.1
	4	506	99.8	34.3	48.6	13.7	3.4	17.1
	5	516	99.8	33.0	49.1	13.2	4.7	17.9
	6	565	98.1	38.1	43.9	13.2	4.9	18.1
	7	577	97.9	46.7	42.7	7.3	3.4	10.6
	8	529	97.7	47.8	42.9	6.8	2.5	9.3
2005	3	522	99.0	26.6	54.7	14.6	4.1	18.7
	4	532	99.8	37.1	44.2	15.7	3.1	18.7
	5	514	98.8	37.3	45.2	13.2	4.3	17.5
	6	552	99.5	30.9	43.4	19.7	6.0	25.7
	7	581	98.6	46.9	35.4	11.2	6.5	17.7
	8	555	98.4	53.6	41.4	4.1	0.8	4.9
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	522	99.0	41.4	40.7	12.0	5.9	17.9
	4	532	99.4	53.8	33.6	10.0	2.6	12.6
	5	514	98.8	64.0	23.5	8.3	4.3	12.6
	6	552	99.5	53.5	32.0	6.8	7.7	14.5
	7	581	98.5	57.4	29.5	7.7	5.4	13.1
	8	555	98.6	63.3	32.7	3.0	1.0	3.9
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	522	99.0	17.9	54.0	18.7	9.4	28.1
	4	532	99.4	31.2	52.3	12.2	4.3	16.5
	5	514	98.8	49.9	38.8	9.0	2.3	11.3
	6	552	99.3	35.8	39.1	15.2	10.0	25.2
	7	581	98.3	59.7	32.2	5.0	3.1	8.1
	8	555	98.6	56.2	38.5	4.3	1.0	5.3

**SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

These schools will be reported in a separate document.

**DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"**

Title I schools that fail to make adequate yearly progress for two consecutive years

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>							
All Students	524	97.1	19.5	39.9	28.1	12.5	40.6
<b>Gender</b>							
Male	254	97.6	25.2	39.9	24.4	10.5	34.9
Female	270	96.7	14.0	39.9	31.7	14.4	46.1
<b>Racial/Ethnic Group</b>							
White	38	100.0	12.1	24.2	36.4	27.3	63.7
African American	480	96.9	20.1	41.6	27.6	10.6	38.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	452	98.2	10.5	44.6	31.5	13.4	44.9
Disabled	72	90.3	80.6	8.1	4.8	6.5	11.3
<b>Migrant Status</b>							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	524	97.1	19.5	39.9	28.1	12.5	40.6
<b>English Proficiency</b>							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	523	97.1	19.4	40.0	28.1	12.5	40.6
<b>Socio-Economic Status</b>							
Subsidized meals	389	97.2	22.9	42.8	24.3	10.1	34.4
Full-pay meals	132	97.7	8.8	30.7	40.4	20.2	60.6

<b>Mathematics</b>							
All Students	524	97.1	36.3	29.0	22.1	12.7	34.8
<b>Gender</b>							
Male	254	97.2	40.3	24.2	21.2	14.4	35.6
Female	270	97.0	32.4	33.6	23.0	11.1	34.1
<b>Racial/Ethnic Group</b>							
White	38	100.0	21.2	18.2	30.3	30.3	60.6
African American	480	96.9	37.6	30.2	21.5	10.7	32.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	452	98.2	29.2	32.1	25.4	13.4	38.8
Disabled	72	90.3	83.9	8.1	N/A	8.1	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	524	97.1	36.3	29.0	28.1	12.7	34.8
<b>English Proficiency</b>							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	523	97.1	36.1	29.0	22.1	12.7	34.8
<b>Socio-Economic Status</b>							
Subsidized meals	389	96.9	41.8	28.1	24.3	9.8	30.0
Full-pay meals	132	98.5	18.4	31.6	28.1	21.9	50.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2005		Eligibility for LIFE Scholarship*		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All students	404	90.6%	433	6.0%	420	81.2%	
<b>Gender</b>							
Male	195	88.7%	220	5.9%	213	78.9%	
Female	209	92.3%	213	6.1%	207	83.6%	
<b>Racial/Ethnic Group</b>							
White	32	100.0%	30	16.7%	30	83.3%	
African American	361	90.0%	396	4.5%	382	81.2%	
Asian/Pacific Islander	7	I/S	3	I/S	5	I/S	
Hispanic	1	I/S	1	I/S	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	1	I/S	
<b>Disability Status</b>							
Not disabled	365	92.9%	372	7.0%	368	85.3%	
Disabilities other than speech	39	69.2%	61	0.0%	52	51.9%	
<b>Migrant Status</b>							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	389	91.5%	433	6.0%	N/A	N/A	
<b>English Proficiency</b>							
Limited English proficient	N/A	N/A	2	I/S	1	I/S	
Non-LEP	402	90.8%	431	5.6%	416	81.7%	
<b>Socio-Economic Status</b>							
Subsidized meals	278	88.5%	347	3.5%	294	79.3%	
Full-pay meals	124	96.0%	86	16.3%	124	87.1%	

\* Using only the SAT/ACT and grade point average requirements

n = number of students on which percentage is calculated

**EXAM PASSAGE RATE BY SPRING 2005**

	Our District	Districts with Students like Ours
Percent	90.6%	90.8%

**GRADUATION RATE**

	Our District	Districts with Students like Ours
Number of Students	420	196
Number of Diplomas	341	142
Rate	81.2%	72.2%

**2004-05 COLLEGE ADMISSIONS TESTS**

SAT	Verbal		Math		Total	
	2004	2005	2004	2005	2004	2005
District	436	465	452	480	888	945
State	491	494	495	499	986	993
Nation	508	508	518	520	1026	1028

ACT	English		Math		Reading		Science		Total	
	2004	2005	2004	2005	2004	2005	2004	2005	2004	2005
District	15.4	16.0	16.8	17.2	16.1	16.2	16.2	17.1	16.3	16.8
State	18.8	18.8	19.1	19.3	19.0	19.6	19.3	19.3	19.3	19.4
Nation	20.4	20.4	20.7	20.7	21.3	21.3	20.9	20.9	20.9	20.9

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**DISTRICT PROFILE**

	<b>Our District</b>	<b>Change from Last Year</b>	<b>Districts with Students Like Ours</b>	<b>Median District</b>
<b>Students (n= 6,970)</b>				
First graders who attended full-day kindergarten	98.3%	Up from 97.5%	99.6%	98.6%
Retention rate	5.7%	Up from 5.5%	6.0%	5.4%
Attendance rate	93.7%	Down from 97.0%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.5%	Down from 9.8%	6.1%	4.9%
Students with disabilities other than speech taking PACT (Math) off grade level	8.1%	Down from 8.9%	4.8%	4.4%
Eligible for gifted and talented	2.8%	Up from 2.5%	6.9%	10.9%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.6%	Up from 7.7%	11.0%	11.2%
Older than usual for grade	6.3%	Up from 6.2%	6.7%	5.1%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Up from 0.2%	1.7%	1.2%
Enrolled in AP/IB programs	6.0%	Down from 8.4%	5.8%	9.7%
Successful on AP/IB exams	N/A	N/A	46.7%	51.2%
Enrolled in adult education GED or diploma programs	707	Up from 195	158	158
Completions in adult education GED or diploma programs	54	Up from 10	17	37
Annual dropout rate	2.8%	Up from 2.7%	2.9%	2.9%
<b>Teachers (n= 561)</b>				
Teachers with advanced degrees	62.4%	Down from 62.7%	46.2%	51.4%
Continuing contract teachers	83.6%	Up from 81.7%	76.0%	81.0%
Highly qualified teachers	85.6%	Down from 91.3%	90.6%	92.0%
Teachers with emergency or provisional certificates	8.3%	Up from 7.9%	8.3%	5.1%
Teachers returning from previous year	91.4%	Up from 89.9%	86.6%	90.0%
Teacher attendance rate	94.1%	Down from 94.4%	94.4%	95.0%
Average teacher salary	\$43,050	Up 2.4%	\$38,844	\$41,286
Vacancies for more than nine weeks	0.0%	No change	0.9%	0.4%
Prof. development days/teacher	13.1 days	Up from 11.8 days	17.1 days	14.9 days
<b>District</b>				
Superintendent's years at district	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.2 to 1	19.2 to 1	20.6 to 1
Prime instructional time	86.2%	Down from 89.3%	88.1%	89.2%
Dollars spent per pupil*	\$9,086	Up 4.5%	\$7,920	\$7,434
Percent of expenditures for teacher salaries*	52.9%	Down from 54.2%	52.9%	54.5%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	99.0%	No change	94.5%	97.0%
Number of schools	14	No change	5	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.0%	Down from 5.5%	3.7%	4.2%
Average age in years of school facilities	24	Up from 23	28	27
Number of schools with SACS accreditation	12	Up from 11	4	8
Average administrator salary	\$69,554	Up 1.6%	\$65,970	\$68,699

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools	N/A	89.4%
Highly qualified teachers in high poverty schools	90.4%	90.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers	65.0%	Yes
Student attendance rate	95.3%	No

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample



**SCHOOL DISTRICT GOVERNANCE**

<b>Board Membership</b>	4 trustees elected to single-member seats, 3 trustees elected to at-large seats
<b>Fiscal Authority</b>	District Board/County Board/Referendum
<b>Average Number of Hours of Training Annually</b>	1.0 per board member
<b>Percent New Trustees Completing Orientation</b>	100.0%

**DISTRICT SUPERINTENDENT'S REPORT**

Orangeburg Consolidated District Five again made great strides toward achievement of its academic goals. These strides were made because of the teamwork of teachers, support personnel, administrators, parents/guardians (who are involved in their children's education), and the community. This teamwork ensures that every student in the district receives a high-quality education-an education that enhances academic performance and builds a strong foundation for their future success.

We have continually strengthened our instructional program-the heart of student academic success-by providing comprehensive professional development activities for teachers and support staff. We also intensified our recruiting efforts to attract, hire and retain the most capable teachers, administrators and support staff available for our District. These efforts are working and are exemplified in the 19 Palmetto Gold and Silver schools we've had over the past three years and the 30 Palmetto Fellows Scholars qualifiers we've had in that same period of time. Add to that the art students who have earned more international, national and state awards and honors than any other school district in the state, including the Governor's School of the Arts. These honors include: Winning the Sixth Congressional District Art Contest, placing first, second and third for the ninth-consecutive time. The only PTSA National Art Contest award in the state; the only National Scholastic Art and Writing Portfolio Awards earned in the state; the only two students (for the second year in a row) from the state selected in the National Foundation for the Advancement of the Arts Talent Search. And over the past three years, graduates of OCSD 5 have earned well over \$22 million in scholarships, including a Robert C. Byrd Scholarship.

In a word, these honors and achievements and the gains the District has made over the past three years are exemplary. They were made during the tumultuous time when meeting the mandates of the federal "No Child Left Behind" legislation and significant budget trials and tribulations. We continue to upgrade the district from a technological standpoint, to inspire student learning and prepare our children to compete on the national and global stage. In addition, we have shored up our existing programs and implemented new ones to assist all of our students, from those in need of academic assistance to the high achievers in our International Baccalaureate, Magnet, Honors and Advanced Placement Programs.

Our efforts are ongoing in involving all stakeholders-parents/guardians, students, teachers, support staff and the community-in the educational process. Every child can be academically successful in spite of their socioeconomic status, but there must be a partnership between the District, parents/guardians and the community. We understand, however, that the most important piece in the education puzzle is the teaching-learning process, and we will continue to assess our efforts through District Benchmarks, state and teacher assessments, and improving our methods of instruction. All of this is done in an effort to educate the most important resource in the Orangeburg County community-our children.

Melvin Smoak, Superintendent

